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ABSTRACT

This bibliography is limited to pertinent studies and prescriptions based on junior and community college populations and to literature addressed to the junior-college audience interested in the improvement of reading and study skills. Included are sections on program prescriptions; program descriptions; program evaluation; status and reaction surveys; centers and other facilities; methods and techniques; and testing, materials, and other areas. Each section includes a number of entries from journal literature, books, conference proceedings, dissertations, and other sources. Informative annotations and complete citation information are included for each entry. (This document previously announced as ED 046 676.) (MS)

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JUNIOR-COMMUNITY COLLEGE READING/STUDY SKILLS

An Annotated Bibliography

Compiled by Gene Kerstiens
El Camino College
1971

Ramon Ross, *General Editor*

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INTRODUCTION

This bibliography is deliberately limited to pertinent studies and prescriptions based on junior-community college populations and to literature specifically addressed to the junior college audience involved in improving reading/study skills. These being the intended boundaries of the instrument, any oversights may be attributed to the limitations of the compiler, who would appreciate learning of substantive materials that have escaped him.

I wish to express my gratitude to the following: Frank Christ, Loyola University of Los Angeles, who initiated this bibliography and from whom I inherited valuable preliminary materials; Hazel Horn, ERIC/CJCI, UCLA, who supplied hard copy and hot coffee; Roy Ellingworth and John Cowan, CSPI, Claremont College, who produced otherwise fugitive materials; George Schick and Lester Van Gilder of the National Reading Conference, who forwarded prepublication proofs of the *1970 Yearbook;* David Wark, Editor, *Proceedings of the North Central Reading Association,* who furnished in press materials; J E Sparks, Far West Regional Organization Chairman, IRA, who expedited this bibliography's publication; the library staffs of the El Camino, Prosser, UCLA Research, and UCLA Education and Psychology Libraries, who suffered my insistence; and to whoever is responsible for xerography.

G.K.
11/2/70

PROGRAM PRESCRIPTIONS

Materials in this category consist chiefly of recommendations for program improvement or for the institution of new or additional programs or procedures.

BERG, PAUL C., and JOHN E. GEORGE (Eds.). *Junior College Reading Programs,* Highlights of the 1967 Preconvention Institutes. Newark, Delaware: International Reading Association, 1968, 33 pp.

Includes papers on and references for "Teacher Preparation of the Junior College Teacher," "Planning a Junior College Reading Program," "Promoting Critical Reading at the Junior College Level," and "A Junior College Reading Program in Action." (bibs.)

BLAKE, WALTER S., JR. "College Level Study Skills Programs – Some Observations," *Junior College Journal,* 25 (November 1954), 148-150.

The experiences of the University of Maryland Study Skills Laboratory and the findings of an apparently comprehensive, nationwide survey of study skills practices in institutions of higher learning prompt the writer to share seven findings and recommendations that might benefit junior institutions.

BLAKE, WALTER S., JR. "A Basic Study Skills Program for Colleges and Universities," *Junior College Journal,* 26 (November 1955), 164-167.

Basing his recommendations on the composite findings of program workers from every part of the United States and its possessions, Blake provides a pattern program to assist in the establishment and evaluation of study skills programs. Discusses goals, operating procedures, diagnostic procedures, courses and services, staff, administration, and equipment.

CARTER, HOMER L. J. "The Need of Adult Reading in the Junior College," *Reading Horizons,* 8 (Spring 1968), 107.

In editorial comment, reviews briefly the thirty-six year growth and development of college-adult courses and advocates continued expansion and improvement to serve those who need the opportunity to develop more effectively their reading and study skills.

CARTER, HOMER L. J. "The Strategy Involved in the Teaching of Reading at the Junior College and University Levels," in Clay A. Ketcham (Ed.), *Reading: Today's Needs, Tomorrow's Challenges.* Proceedings of the College Reading Association, 10 (1969), 85-90.

Criticizes the clinical and the skills-drills approaches to teaching reading and champions the goal-oriented approach, which is characterized as consisting of a three-part sequence of stimulation, information, and guidance; however, the writer does not address himself to specifics or to strategies that might treat the more severe reading and study problems that attend students in colleges with bona fide open door policies. (bib.)

CARTER, HOMER L. J. "The Strategy Involved in the Teaching of Reading at Junior College and University Levels," *Journal of the Reading Specialist*, 10 (October 1970), 35-40.

A reprint of the preceding entry.

CHAPMAN, ROGER W. "Some Suggested Principles as a Basis of Reading Instruction at the Junior College Level," *Junior College Journal*, 25 (December 1954), 235-237.

The necessity for and the value of reading instruction in the junior college having been discussed, the writer lists and explains six principles that should be promulgated among the college staff, students, high school and elementary teachers, and the community constituency.

CHARLES, HARVEY. "Teaching the Special Student: Developmental Programs," Selected Papers of the 47th Annual Convention, American Association of Junior Colleges (1967), 62-63.

Classifies special students as those in the lower quarter of the junior college class, lists their characteristics, then summarizes some developmental programs designed to serve special students.

COHEN, SAVIN. "A Recommended Reading Improvement Program for a Community College," *Journal of Reading*, 9 (January 1966), 163-169.

Lists and discusses ten guiding principles to initiate and sustain a program; prescribes methods and areas of instruction and testing. (bib.)

DABBS, LOWELL. "A Report of Remedial English in Colleges," *Junior College Journal*, 27 (March 1957), 381-387.

Focuses on writing skills needing remediation – punctuation, diction, usage, capitalization, grammar – and declares that "remedial reading ought to be offered as a separate course if any appreciable results are to be had."

DOYLE, MARVYL. "Remedial English in the Junior College: Students, Programs, Plans," Selected Papers, 46th Annual Convention, American Association of Junior Colleges (1966), 77-78.

Briefly describes the general characteristics of remedial students, the kind of assistance presently provided them, and offers four suggestions for instructional improvement, chief of which is a course structure that would allow students to develop specifically those skills needing remediation: remedial reading, grammar and mechanics, vocabulary and spelling, basic composition.

FREER, IMOGENE. "A Reading Program in a Community College," in J. Allen Figurel (Ed.), *Improvement of Reading in Classroom Practice*, Proceedings of the International Reading Association, 9, 1964. Newark, Delaware: International Reading Association, 87-88.

Summarizes the ability levels of junior college students, relates results of Nelson-Denny Reading Test measures in one college, and lists ten specific suggestions for keeping a reading program vital and successful.

FREER, IMOGENE. "Turning on the Junior College Student," in George B. Schick and Merrill M. May (Eds.), *The Psychology of Reading Behavior,* Yearbook of the National Reading Conference, 18 (1969) 253-257.

Presents a lively profile of the junior college student; discusses qualities needed by the teacher who can guide him; lists eighteen guidelines calculated to help with student motivation.

GREGORY, JOHN W. "An Approach to Functional English in a Four-Year Junior College," *Junior College Journal,* 29 (December 1958), 203-205.

Views "English" as having no restricted boundaries in the total educational program; therefore, language training of any type is not relegated to a single department or specific course. All communications skills and subskills are treated in supervised laboratories where instructors act as counselors, editors, or coaches. Although not couched in the current jargon, this article espouses a systems approach to communications skills as applied to a learning center or a learning resources center.

JOFFE, IRWIN L. "The All School Reading Program at the Junior College Level," in Frank L. Christ (Ed.), *Creating Opportunities for Skillful Reading,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 1 (1970), 28-33.

Emphasizes the need for a reading program that offers service at three levels: 1) to the student constituency, providing for skillful reading at all levels on the skill continuum; 2) to college personnel, by working with content instructors to help them teach specific learning skills and to cooperate with them in text selection; 3) to the community, by operating reading clinics, programs for industry, and reading orientation institutes for parents of school children.

JOHNSON, ELIZABETH SHACKELL. "College Reading at Diablo Valley College," in Frank L. Christ (Ed.), *Creating Opportunities for Skillful Reading,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 1 (1970), 16-22.

Discusses the eighteen-year history and development of the reading program at Diablo Valley College, but emphasizes prescriptions for program development: establishment of Magerian objectives; reasons for nontracking structure; rationale for an integrated "communications" approach; and the establishment of a studio for informal practice and other exposure. (bib.)

JOHNSON, ELIZABETH. "The Fearful Task – Trying to Teach Reading in the Two-Year College," in Clay A. Ketcham (Ed.), *Professional Variety in Reading,* Proceedings of the College Reading Association, 8 (1967), 79-84.

Elaborates on the frustrations encountered in effecting diagnosis and placement. Discusses the need for selecting vital reading material, for instructor enthusiasm, for instructors' reading current literature that "relates" to their students, and for laboratory internship of prospective practitioners. Levels charges at those who rely heavily on machines and at teacher training institutions for not adequately preparing personnel.

KINGSTON, ALBERT J. "The Reading Improvement Program," *Junior College Journal,* 25 (January 1955), 286-288.

Points out basic factors which should be considered by an institution that contemplates the initiation of a reading program, to prevent the establishment of a program which will prove disappointing to all concerned.

VON KLEINSMID, RUFUS B., and FRANK C. TOUTON. *Effective Study Procedures in Junior College and Lower Division Courses,* University of Southern California Studies, Education Series, No. 8. Los Angeles: University of Southern California, 1929, 117 pp.

Probably the first record of research and development in junior college reading/study skills, this comprehensive monograph notes that the inferior work of lower division students is frequently due to inadequate knowledge of proper study techniques or the "laws of learning," and, therefore, demonstrates the need for scholastic guidance. Section 2 offers thirty-one general recommendations for effective study, which, interestingly, ignore only note taking and test taking techniques, but otherwise include all the "modern" prescriptions. Section 3 lists and discusses specific study procedures for twenty lower division academic courses. This work makes one question whether anything fundamental has emerged in the field during the last forty years. (bib.)

LEVINSON, MARGARET H. "English for the Amiable," *Junior College Journal,* 10 (April 1940), 445-449.

Urges a popular arts approach to improving communications skills, a course "designed to meet the needs of the student with an IQ of 75 to 90, for whom the present English setup is hopelessly inadequate" and calculated to ameliorate this student's posture of "defensive stubborness." Illustrates how discussion of radio programs and movies can lead to more intelligent reading of newspapers and magazines, how the rudiments of writing can be mastered, and how, without any pretense of remediation, the amiable student can be helped to be "a little more at home in his world."

LITRELL, J. HARVEY. "Objectives for a Junior College Reading Program – A Point of View," *Reading Improvement,* 6 (Spring 1969), 14-15.

Explains reasons for developing specific course objectives and presents ten objectives written in terms of specific terminal behaviors.

LOBAN, WALTER. "Techniques in Promoting an Understanding of People through Reading: High Schools and Junior Colleges," in William S. Gray (Ed.), *Promoting Personal and Social Development through Reading,* Proceedings of the Annual Conference on Reading, 9. University of Chicago, 1947, 62-66.

Consists principally of pronouncements relevant to bibliotherapy on the secondary level; organizes goals for the instructor, supplementing the discussion with brief references to materials and procedures. (bib.)

MC ALLISTER, DAVID. "The Junior College and Its Reading Program," *Junior College Journal,* 23 (October 1952), 75-76.

Prescribes a "sound" reading program that extends to every discipline, provides specialized training for retarded readers (to be given by a qualified faculty member), and sustains a viable testing program.

MERSON, THOMAS B. "Teaching the Special Student: Developmental Programs," Selected Papers of the 47th Annual Convention, American Association of Junior Colleges, 1967, 61.

Defines "special students" in terms of their characteristics; defines "developmental programs" by providing an amusing taxonomy; lists six reasons why developmental programs are appropriate for junior colleges.

MILLIGAN, JERRY L., and WILLIAM H. CRAWFORD. "A Junior College Reading and Study Program," *Reading Improvement,* 5 (Fall 1968), 23-26, 29.

Holds that since community colleges draw students from the total ability range and that these students tend to lack basic skills, the junior college reading/study skills programs should be designed to cope with the diversity and seriousness of these problems through initiating programs that accomplish nine stated objectives. (bib.)

NEWMAN, LORETTA. "What Should We Teach the College Student about Reading?" in Frank L. Christ (Ed.), *How Can College Students Be Helped to Read Better?* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 2 (1970), 71-81.

Reviews contemporary approaches and attitudes that attend typical programs; urges that reading specialists incorporate modern research contributions from other professional fields – medicine, psychology, optometry, sociology, and physical education; stresses the need for more experimentation in and replicative studies of the effects of perceptual training; describes and evaluates a three-level, individualized laboratory that attempts to follow the prescriptions stated above.

OAKES, FRANCES E. "A Reading Program for College Freshmen," *Junior College Journal,* 26 (March 1956), 385-389.

Discusses the fact that many freshmen suffer from reading disabilities, that administrative problems include choosing the department for reading improvement and deciding whether credit will be given for the course, and states that "to be effective, a reading program must be approached from two points of view – psychological and linguistic." Yet, interestingly, shows student achievement by pre- and post-testing on the opthalmograph.

OAKMAN, BARBARA. "Teaching College Phonics at American River College," in Frank L. Christ (Ed.), *Creating Opportunities for Skillful Reading,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 1 (1970), 51-56.

Having noted the fact that there is virtually no research on teaching phonics at the college level and having reviewed research on phonics in the lower grades, the writer elaborates on three recommendations: 1) to accept the need for phonics so that selected students will do likewise; 2) to approach the subject as a review; and 3) "to make every effort to incorporate words which are not in the student's reading vocabulary into the lessons so that the student will be expanding his vocabulary at the same time that he is learning the phonetic principles of his language."

"Reading at Community College Level?" *Western College Reading Association Newsletter,* 1 (January 1968), 2.

A brief review of research establishing the wide range of student reading abilities; a plea for voluntary, rather than compulsory, courses; and a recommendation that higher level reading skills courses carry transfer credit.

Research and the Development of English Programs in the Junior College, Proceedings of the Tempe Conference on College Composition and Communications, National Council of Teachers of English, 1965, 127 pp.

Perhaps because a number of participants were admittedly unqualified, no more than twenty percent of presentations objectively come to grips with the reading/study skills problems that are usually inherited by junior college English departments. One writer refers to instruction in grammar, spelling, and the library skills as "low-grade service assignments." A post-conference reactant summarizes the conference as a confession in which English instructors confess to accepting the following: impossible teaching loads, the curricular dictates of four-year colleges, learning theories that do not work with remedial students, inappropriate measuring devices, poorly trained teachers, and a "seemingly endless perpetuation of this intolerable state of affairs."

ROUCHE, JOHN E., and ALLAN S. HURLBURT. "The Open Door College: The Problem of the Low Achiever," *Journal of Higher Education,* 8 (November 1968), 453-456.

Reviews research on junior college remedial and developmental programs; comments on the paucity of professional investigation on the subject; and concludes that most institutions have implemented repair courses on a trial-and-error basis, hoping that students will succeed, but having little evidence that they will. (bib.)

SAWYER, JAMES M. "Problems and Communications Programs in Community Colleges and Technical Institutes in North Carolina," in Clay A. Ketcham (Ed.), *Reading: Today's Needs, Tomorrow's Challenges,* Proceedings of the College Reading Association, 10 (1969), 201-206.

Asserts that reading in community colleges deserves more attention in professional literature, then raises a series of questions to which researchers should address themselves if the effectiveness of programs is to be expedited.

SCANNEL, WILLIAM J. "What do Teachers Think about English in the Two-Year College?" *Junior College Journal,* 37 (September 1966), 24-29.

A critical summary of conference proceedings, *Research and the Development of English Programs in the Junior College,* this article reemphasizes the need for adequate diagnostic and placement tests, the reevaluation of existing remedial programs and materials, and the efficacy of "work in reading."

SIMON, LORA S. "The Cooling-Out Function of the Junior College," *Personnel and Guidance Journal,* 45 (June 1967), 973-978.

An attempt to match student's potentials with reasonable predictions of success advocates diagnosis of their strengths and weaknesses, realistic counseling, and one-unit courses involved with self-education, study techniques, and career planning.

TERRELL, CARYL W. "A Clinical Approach to Help Remedial College Readers," in Frank L. Christ (Ed.), *College Reading: Goals for the 70s,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 3 (1970), 143, 151.

Systematically prescribes a model for a remedial clinic in the junior-community college including the following areas: physical description of clinical setting; abilities of personnel; materials and techniques for multi-disciplinary diagnosis; steps to follow, principles for, and materials to be included in the instructional program.

THURSTON, ALICE. "Pre-Admissions Advising and Orientation," *Proceedings of the Student Personnel Workshop.* Chicago: William Rainey Harper College, 1968, 105-107.

Urges that preparatory programs include thorough diagnosis of students' needs, counseling, tutoring, and a grounding in the basic skills that are necessary to achievement in the academic challenge.

TREMONTI, JOSEPH B., CSV. "Improving the Junior College Reading Programs," in George B. Schick and Merrill M. May (Eds.), *The Psychology of Reading Behavior,* Yearbook of the National Reading Conference, 18 (1969), 246-252.

Having summarized the junior college students' learning problems and administrative abuses of reading programs, Father Tremonti devotes a significant portion of his paper to a three-step formula, which, if followed by the administrator, should occasion radiant contentment for the otherwise discouraged practitioners working under him. (bib.)

WEBER, JOHN. "Recommendations for Better English Instruction," *Junior College Journal,* 38 (February 1968), 32-36, 38.

Recommends that remedial and developmental reading, administered by a reading specialist, precede remedial work in English. Sees reading improvement as "an integral part of remedial English." (bib.)

WORTHEN, RICHARD: *Junior College English: Which Way?* distributed by the National Council of Teachers of English of the NCTE/CCCC Regional Conference on English in the Two-Year College. California: Diablo Valley College, 1967, 43 pp.

Holding that there is a danger of "overspecialization in a fragmenting of the student's performance" and that the reading specialist is a case in point, Worthen states that reading and literature are not separate fields, but that "when the matrix of learning is such that it can convince him [the English instructor] of the value of the machine and the specialist, he will even go willingly to them for help."

PROGRAM DESCRIPTIONS

This section includes reports whose principal thrust is informational, although parts of the papers may champion a program or provide some evaluation of the program itself.

ANDERSON, CLARENCE A. "Establishing a Reading Center in a Community Junior College – the Flint, Michigan, Individualized Program," in David M. Wark (Ed.), *College and Adult Reading,* Fifth Yearbook of the North Central Reading Association, 1968, 160-164.

Reports the initiation of a "separate" reading center for all levels of reading difficulties, where individualized treatment can take place. The facility, methods, and materials are discussed and results are reported as "most encouraging," although no objective measures are cited. Emphasis is also placed on the economic aspect: "Thus our college Reading Center, in terms of faculty teaching load, has *one* reading teacher doing the work of *three* teachers." (bib.)

ANDERSON, CLARENCE A. *A Description of the Flint Community Junior College Reading Program.* Bloomington, Indiana: ERIC/CRIER, 1969, 31 pp. ED 036 395, microfiche $0.25, hard copy $1.65 from EDRS.

See previous annotation.

ANDREWS, GEORGE A. "Study Training in the Junior College," *Junior College Journal,* 2 (April 1932), 385-389.

Identified students were afforded a program of "eye-movement" therapy, a twice-weekly, one-hour class stressing speed-comprehension-vocabulary improvement, weekly individual counseling sessions, library coaching sessions in reading/study skills, and a midsemester opportunity to adjust their class loads to correspond with their time and/or efficiency limitations. This pragmatic early experiment was not without vision and reads surprisingly like more modern innovations.

BLAKE, W. S. "Do Probationary College Freshmen Benefit from Compulsory Study Skills and Reading Training?" *Journal of Experimental Education,* 25 (September 1956), 91-93.

Essentially an updating of descriptions and recommendations in three other articles by the writer, included in this bibliography under Program Prescriptions and Program Evaluations.

BLOCKER, CLYDE E., ROBERT H. PLUMMER, and RICHARD C. RICHARDSON, JR. *The Two-Year College: A Social Synthesis.* Englewood Cliffs, New Jersey: Prentice-Hall, 1965, 289 pp.

Pages 221-224 provide a generalized state-of-the-art discussion of Exploratory and Remedial Courses and Reading and Writing Laboratories. (bib.)

BOND, JAMES A. "Freshman Reading Program in Junior College," *Junior College Journal,* 11 (September 1940), 22-25.

Essentially a library centered program, this once weekly, 120-minute reading program used the first quarter for diagnosis and skills-drills exercises, then encouraged reading through library contracts and librarian counseling for the second and third quarters. Stressed "effectiveness and application."

BRADSHAW, RALPH, PHYLLIS SENSOR, and HOWARD BURTON. "Reading Programs in the Junior College," in Malcolm P. Douglass (Ed.), *Reading and Emerging Cultural Values,* Twenty-eighth Yearbook of the Claremont Reading Conference, 1964, 179-184.

Description of a reading improvement course for "retarded" readers (below 35th percentile) and a description of a developmental course for "transfer" students. Texts, materials, and procedures are cited. Also reports results of a survey (N=37) of reading programs and practices in California junior colleges.

BROUGH, KENNETH J. "A Reading Program for Freshmen," *Junior College Journal,* 10 (September 1939), 16-20.

Reviews results of a two-phase reading program (group discussions in English classes and individualized guidance of reading activities in conferences with a librarian) to establish the habit of reading, to encourage evaluative reading, and to extend reading interests. Reports partial results of student evaluation of program (N=172); discusses difficulties with the program; and lists eight tentative conclusions, chief of which is that "students develop markedly in their ability to discuss critically what they have read."

BROWN, GRACE. "Teaching College Phonics at City College of San Francisco," in Frank L. Christ (Ed.), *Creating Opportunities for Skillful Reading,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 1 (1970), 34-50.

After stating that "without knowledge (and also a consistent application) of the decoding system of phonic analysis, accurate reading is not possible," the writer explains an efficient method of selecting students needing treatment (California Phonics Survey), ways of obtaining or training qualified practitioners, and strategies for teaching phonics to college students.

DOYLE, MARVYL. "The Reading Program at El Camino College," in J. Allen Figurel (Ed.), *Vistas in Reading,* 1966 Proceedings, Volume 11, Part 1. Newark, Delaware: International Reading Association, 1967, 211.

Describes a four-hour, two-unit, elective course, Developmental Reading.

EMMANUEL, SISTER MARY. "College English for Freshmen," *Junior College Journal,* 23 (April 1953), 451-456.

A breezy style explains how a freshman English course, calculated to teach writing, yielded interesting results in critical reading at a girls' parochial junior college among students who otherwise "had neither ability nor desire to read."

FOWLER, RUSSELL H. "Development of Communications Skills through Reading and Analysis," *Junior College Journal,* 17 (February 1947), 248-252.

With emphasis on fiction reading and analytical (usually oral) reports, a "student-built" course, Language Habits in Modern Realistic Writing, purports to be stimulating; to improve reading, writing, speaking, and listening skills; and to be "an effective technique with highly selected, superior students."

FREER, IMOGENE. "Methods and Materials Used in a Successful Junior College Reading Program," in Clay A. Ketcham (Ed.), *Reading: Today's Needs, Tomorrow's Challenges,* Proceedings of the College Reading Association, 10 (1969), 196-200.

Delineates a two-level course structure: screening tests and cut-off scores, an imposing battery of diagnostic tests, pre- and post-test instruments, materials, procedures, bases for grading, and colleague-student perceived outcomes of two machine assisted laboratory courses that are limited to voluntary enrollment of sixteen students per section. (bib.)

FROST, INEZ. "An English Testing and Guidance Program," *Junior College Journal,* 17 (February 1947), 234-243.

Exhaustive description of a program of eight-day diagnostic and achievement testing on nine standardized tests; of student conferences involving written profile analyses; of instructional grouping; of noncredit remedial "conference courses" in spelling, grammar and usage, and reading. Tabulates test results and lists materials and procedures.

HAGSTROM, JON M. "A Multimedia Self-Instructional Systems Approach to Word Study and Vocabulary Enrichment," in Frank L. Christ (Ed.), *College Reading: Goals for the 70s,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 3 (1970), 109-114.

A carefully detailed description of an individualized program of lessons presented with tapes, films or filmstrips, books and other printed matter, and programed material. Explains the establishment of specific performance objectives; the use of a diagnostic battery, the composite results of which are reflected in a student's recommended program; the matching of this program with specific learning materials; and the evaluation of student skill achievement through criterion testing.

HATCH, ADA Y. "Reading Centered Composition Course," *Junior College Journal,* 26 (March 1956), 395-399.

Freshman English instructors, having reorganized their courses, having chosen new and apparently less ambitious reading materials, and having employed them in a "communications" program, felt that students enjoyed "a greater sensitivity to literature of all forms"; a greater interest in reading; and that "treating reading, listening, speaking, and writing as inseparable parts of the process of communications is a valid procedure."

JOHNSON, B. LAMAR. *Islands of Innovation Expanding: Changes in the Community College.* Beverly Hills: Glencoe Press, 1969, 328 pp.

Chapter 10, "Developmental Teaching," 191-206, embraces a variety of instructional plans and procedures. Describes reading/study skills programs, other basic skills programs, and describes special facilities for these programs in seven colleges. (bib.)

JOHNSON, ROY IVAN, and HUGH MC CAMMON. "Language Instruction in the Junior College," *College English,* 2 (March 1941), 584-592.

Describes a then innovative communications program at Stephens College involving diagnosis of basic skills deficiencies; individualized remedial training from a clinician; and, in the field of reading, training in reading comprehension, vocabulary development, "basic physiological efficiency," and grasping the main idea and significant details. Complains of materials gap for this early attempt at a systems approach designed to develop "adequate proficiency in each of the four broad areas of language activity."

Junior College Journal, 40 (December 1969-January 1970), 9-88.

Virtually the entire issue is devoted to the activities of the League for Innovation. "Toward Change and Improvement," by B. Lamar Johnson and Richard D. Howe, 9-11, introduces activity summaries, which appear in the form of articles representing thirteen League colleges and college districts, and which report programs under the following headings: Special Help Laboratory, Learning Resources Center, Remedial Reading, Reading Development Laboratory, Programed Learning, College Skills, Student Tutoring, Reading Handicap Correction, and Study Skills Center.

KLAUSNER, DOROTHY. "Experimental Counseling/Reading Program," *Western College Reading Association Newsletter,* 3 (Summer 1970), 1.

Provisional and probationary students whose score on the DRT falls below the median percentile are counseled to avail themselves of a voluntary, noncredit program in which they commit themselves to at least twenty hours and may continue as long as they feel the need. Individualized assistance is limited to six students per laboratory session; pre- and post-tests and counseling interviews are provided on an individual basis.

LANCASTER, CARITA M. "Library Experiment with Reading Records," *Junior College Journal,* 12 (September 1941), 27-30.

A follow-up report (see Bond, "Freshman Reading Program in Junior College") by a librarian in a small, residence junior college describes a program of nearly prohibitive clerical work, record keeping, personal letters of encouragement to readers, and reader counseling. Reports that the reading record procedure is a "valid measuring instrument of the general reading of this college."

LINDBERG, ANNA E. "Developmental Reading," *Junior College Journal,* 27 (April 1957), 469.

Students in the lowest ten percentile range were given a one-hour treatment twice a week using quotidian speed-comprehension techniques, materials, and machinery – tachistoscope and pacers. Individual progress records were kept, and standardized tests were given at frequent intervals, results of which prompted the evaluation that the "course has been fairly satisfactory."

MAINS, MARY F. "Foothill College Reading Programs," in J. Allen Figurel (Ed.), *Vistas in Reading,* 1966 Proceedings, Volume 11, Part 1. Newark, Delaware: International Reading Association, 1967, 208-210.

Describes a two-level course structure, a laboratory, counseling services, materials, and tests.

MEISTER, MORRIS, and ABRAHAM TAUBER. "Experiments in Expanding Educational Opportunity," *Phi Delta Kappan,* 46 (March 1965), 340-342.

Essentially an updating of Meister and others, "Operation Second Chance." Also describes their newly initiated College Discovery Program.

MEISTER, M., A. TAUBER, and S. SILVERMAN. "Operation Second Chance," *Junior College Journal,* 33 (October 1962), 78-88.

Describes the Pre-College Enrichment Program, a semesterly program of "guidance and instruction in the English language and mathematics," specific methods and procedures for which are not elaborated. Lists nineteen findings and/or conclusions, two of which are based on objective data. Itemizes six recommendations for further study.

MOORE, WILLIAM, JR. "Opportunity for the Disadvantaged," in G. Kerry Smith (Ed.), *Stress and Campus Response.* San Francisco: Jossey-Bass, 1968, 232-238.

Discusses a readiness program that is not specifically designed to remediate skills requisite to academic success. The course is offered to students ranking at or below the tenth percentile on the SCAT and ranking in the lower third of their high school class. Guidance techniques and assistance (chiefly programed) in reading, mathematics, and grammar are employed to achieve placement in another academic program or a job of interest to the student.

NAGY, PAUL E. "A Junior College Reading Program," in Clay A. Ketcham (Ed.), Proceedings of the College Reading Association, 3 (1962), 27-30.

A student identified as being below the fortieth percentile on the SCAT or STEP tests (verbal sections) is enrolled in a mandatory three-hour reading skills course – spelling, vocabulary, reading, and study skills. Procedures used to increase skills are explained. Reports greatest progress in reading.

NEWMAN, LORETTA M. "Remedial Reading in the Junior College," in Malcolm P. Douglass (Ed.), *Beyond Literacy,* Thirtieth Yearbook of the Claremont Reading Conference, 1966, 206-214.

An objective, frank, and graphic survey that assesses the severe reading handicaps of junior college students (N=744) is followed by a complete program description: training in perceptual accuracy; multilevel materials for reading, spelling, and vocabulary; motivational media; and selection of staff who will "adjust their approaches until they find suitable ways to serve the reading and study needs of their own particular students." (bib.)

RADNER, SANFORD. "A Three-Track Community College English Program," *Junior College Journal,* 29 (October 1958), 97-100.

Integrating reading skills within each of its tracks, this college teaches study-reading techniques to liberal arts transfer students; emphasizes reading techniques in the mathematical and physical sciences in its pre-engineering program; and offers a machine assisted, speed-comprehension oriented reading program to its terminal technical students.

SILER, FRIEDA. "Volunteer Reading Program," *Junior College Journal,* 27 (December 1956), 229-230.

Fulfilling the faculty library committee's requirement that each student must read two or more books of "acceptable quality" within the stipulated four months earned students an invitation to a dinner. This early experiment in operant conditioning (those who read together eat together) reportedly produced eight percent student body participation, greater interest in classics, and a feeling of accomplishment and satisfaction in rewardees.

SMITH, ETHEL KNOTT. "Remedial Work in English at Wingate Junior College," *Junior College Journal,* 26 (March 1956), 400-404.

As part of its remedial program the department offers reading coaching classes that emphasize finding the main idea, rate building, timed readings, vocabulary building, and note taking; concurrently, students undergoing this repair take the regular course in freshman English.

SMITH, MERLE H. "The Developmental Program within the Systems Approach to Instruction," in B. Lamar Johnson (Ed.), *Systems Approaches to Curriculum and Instruction in the Open-Door College,* Occasional Report from the UCLA Junior College Leadership Program, No. 9. Los Angeles: School of Education, 1967, 63-67.

A candid explanation and appraisal of a salvage program, PREP, a developmental system, learner-centered, and employing specific objectives, programed instruction, tutors, and media: machines, filmstrips, and handouts. Discusses three major problems encountered by students in adjusting to the system and five reasons for low student achievement.

SMITH, MORTON L. "Demonstration: Teaching Comprehension to Junior College Students," in Clay A. Ketcham (Ed.), *Reading: Today's Needs, Tomorrow's Challenges,* Proceedings of the College Reading Association, 10 (1969), 52-56.

Forthright description of laboratory techniques and procedures used to treat entering freshmen who fall below the twenty-fifth percentile on the verbal portion of the ACT. Emphasizes pacing to eliminate regressions, word recognition and analysis, finding the main idea, skimming for main points, and scanning to find specifics.

SNYDER, ALAN. "A Reading Laboratory in Operation," *Junior College Journal,* 22 (November 1951), 153-157.

Describes a three-unit course, Reading Laboratory. Keystone Telebinocular screening test occasions seven percent referral. Methods and materials are described. Reports that a course designed to emphasize comprehension nevertheless consistently yields significantly improved reading speed.

STALEY, ELSIE. "Cabrillo College Program," *Western College Reading Association Newsletter,* 3 (Spring 1970), 3.

A description of a two-level course structure; lists tests, materials, and hardware.

STALEY, ELSIE. "A Specialized Reading Program at the Junior College," *Journal of the Reading Specialist,* 5 (March 1966), 105-107.

Reviews briefly literature (three articles) concerning reading programs at junior colleges, then describes a voluntary two-level program, placement, materials, interdepartmental cooperation, and counseling services. (bib.)

TROYER, M. E. "Removal of Deficiencies by Remedial Classes," *Junior College Journal,* 4 (May 1934), 397-402.

Describes an early program for probationary students involving the administration and evaluation of health and study habits questionnaires; exercises in outlining, rate, and comprehension; and individual counseling to help achieve "emotional stability," which is held to be "extremely important" in the scheme of reading.

"Tutor Program at Harbor College," *Western College Reading Association Newsletter,* 1 (June 1968), 2.

Reading tutors, recruited from the ranks of reading laboratory graduates, are assigned five students each to help with scoring diagnoses, planning a program explaining lab procedures, scoring homework, discussing reading problems, scoring and reevaluating post-tests, and filing records of semester's work for future research availability.

"Unique System at Lane Community College," *Western College Reading Association Newsletter,* 1 (January 1968), 2-3.

Describes a voluntary, noncredit study skills laboratory, rich in technological media, providing diagnosis and tutoring to assist in reading, writing, oral communication, mathematics, and study habits.

WADE, LORETTA. *A Description of the Lincoln Junior College Reading Program, Junior College Reading Programs in Illinois.* Lincoln, Illinois: Lincoln Junior College, 1966, 21 pp. ED 011 824, microfiche $0.09, hard copy $0.84 from EDRS.

Partly a report of a survey of existing practices and procedures in reading programs in 33 Illinois junior colleges, this report then describes the reading courses offered at one junior college.

WADE, LORETTA. "A Description of a Junior College Reading Program," in George B. Schick and Merrill M. May (Eds.), *Junior College and Adult Reading – Expanding Fields,* Yearbook of the National Reading Conference, 16 (1967), 212-224.

Essentially the same survey and description as contained in the writer's earlier entry. Also lists materials used in reading courses.

WEST, LA NOR. "The Long Beach City College Reading Program," in J. Allen Figurel (Ed.), *Vistas in Reading,* 1966 Proceedings, Volume 11, Part 1. Newark, Delaware: International Reading Association, 1967, 210.

Describes a tri-level program; emphasizes motivation for middle level, for which the writer claims improvement of three years on the Iowa Silent Reading Test for one semester's treatment.

WILLIAMS, GILBERT H. "Use of the Computer for Testing and Programing in a Reading Program," in George B. Schick and Merrill M. May (Eds.), *Junior College and Adult Reading Programs – Expanding Fields,* Yearbook of the National Reading Conference, 16 (1967), 108-113.

Applies the term *systems approach* to reading/study skills applications and employs the computer to diagnose, instruct, evaluate, and research in a systems analysis reading setting. Williams sees the computer as an essentially efficient, humanizing promise that will help cope with the increasing demands of our time. (bib.)

PROGRAM EVALUATIONS

A significant part of each of the following entries is devoted to evaluation of a program, and in the most cases control groups and/or other objective data are provided to avail credible judgments.

ANDERSON, DUANE DONALD. "Evaluation of a General Program for the Academically Handicapped Students at Forest Park Community College, St. Louis, Missouri," 197 pp. (Ph.D., The University of Michigan, 1969.) *Dissertation Abstracts,* 30, 3847 A, Order No. 70-4029, microfilm $3.00, xerography $9.00 from University Microfilms.

An experimental group of identified academically handicapped students (N=133) were placed in a special program featuring 1) an integrated, personal enrichment, noncredit, team teaching format; 2) programed instructional learning laboratory to present study skills instruction; 3) and structured counseling-guidance program to prove its effectiveness in the areas of retention, placement, GPA, and attitudes toward college experience. Only in the area of retention did the experimental program appreciably effect a desired result. (bib.)

BEHRENS, H. D. "Remedial Reading for Junior College Students," *Junior College Journal,* 3 (December 1932), 146-149.

An early study gave an experimental group (N=139) multilevel, largely self-instructional work in study-reading mastery for three hours per week for one semester and reported an average grade point of one-half grade point per subject. The writer felt that an important result of the experiment was that students with reading difficulties could acquire "habits of self-analysis and of self-correction and of independence."

BLAKE, WALTER S., JR. "Are Compulsory Study Skills and Reading Training Good?" *Junior College Journal,* 25 (December 1954), 231-234.

Discusses a mandatory, lecture laboratory, two-level course structure also involving tutoring and counseling interviews. Measures the effectiveness of the program by academic performance following training and through an anonymous student evaluation survey.

BLOESSER, ROBERT, et al. *Study Skills Project, Spring 1968, Foothill College.* Cupertino, California: Foothill Junior College District, 1968, 17 pp. ED 022 437, microfiche $0.25, hard copy $0.76 from EDRS.

Significant gains on the Nelson-Denny Reading Test (Comprehension) and the California Phonics Survey were enjoyed by thirty students in a reading/study skills program involving two-hour bloc scheduling, five days per week for a semester.

BROWN, JAMES W., MARGARET WATSON, and ROBERT BOWDEN. "Building Basic Skills at the Community College Level: A New Approach," *Journal of the Reading Specialist,* 9 (May 1970), 144-150, 158.

A team teaching, multidisciplinary approach to repairing basic skills is provided at Qunsigamond Junior College. Reading, composition, and speech

skills are taught in a four-hour semesterly unit, and vocational-psychological counseling is provided for students needing orientation or guidance. Pre- and post-test gains on the Nelson-Denny Reading Test and GPA increases are reported as well as substantial drop in attrition (N=62). (bib.)

BRUMLEY, MRS. BRAD. "Maximum Reading Improvement in a Minimum of Time," *Junior College Journal,* 30 (October 1959), 119.

Urged to obtain scores from their counselors, students with low reading scores were introduced to root study and phrase reading exercises, then given outside reading assignments and training on an individual shutter-spring tachistoscopic device. Reported speed-comprehension gains.

CANAVAN, JOSEPH P. "The Reading Problems in Junior College," in Malcolm P. Douglass (Ed.), *Facing the Issues in Reading,* Twenty-fifth Yearbook of the Claremont Reading Conference, 1961, 155-158.

Describes a developmental reading course and also a laboratory for more individualized work. Having failed the English placement exam, students are required to take a reading course featuring conventional media and procedures. A five-year evaluation shows that "over 96 percent of the students who take the course pass the reading section of the placement test."

FLEISCHER, ERNEST. "Reading Surveys and Their Implications in Freshman English Programs," *Journal of the Reading Specialist,* 5 (May 1966), 160-164.

Elaborates on the virtues of the Nelson-Denny Reading Test as a predictive instrument and explains how it is used together with a Writing Survey to screen and direct students in a three-level program. Graphically illustrates achievement of students by grade level and according to departmental major. Announces that the emphasis of the program is on reading flexibility.

FREER, IMOGENE JOHNS. "A Study of the Effect of a College Reading Program upon Grade Point Average in Odessa College, Odessa, Texas," 125 pp. (Ph.D., Michigan State University, 1965.) *Dissertation Abstracts,* 27, 601A, Order No. 66-6124, microfilm $3.00, xerography $6.00 from University Microfilms.

Experimental and control groups of students (N=80) were matched via five variables: reading score, SCAT score, class load, age, and sex. Findings were that the mean difference in GPA was higher for the experimental group; there was no significant difference between male and female scores; that the experimental group scored significantly higher on the vocabulary, comprehension, and rate measures of the Nelson-Denny Reading Test; and that the experimental group retained most gains on reading scores for a period of one year. (bib.)

FREER, IMOGENE. "A Study of the Effect of a College Reading Program upon Grade Point Averages in Odessa College, Odessa, Texas," in David M. Wark (Ed.), *College and Adult Reading,* Fifth Yearbook of the North Central Reading Association, 1968, 173-181.

See doctoral dissertation by the writer.

GAITHER, LOREN. *A Study of "Remedial" Students.* Fresno, California: Fresno City College, 1968, 11 pp. ED 025 253, microfiche $0.25, hard copy $0.65 from EDRS.

679 students scoring below the fifteenth percentile on the Cooperative English Test were divided into two groups: one given basic skills remedial treatment, the other enrolled in transfer courses. Dropout rates and grades over a two-year period did not differ materially.

GLENN, M. L. "The Improvement of Reading at the Community College Level," *Journal of Developmental Reading,* 7 (Summer 1964), 318-321.

In a one hour laboratory credit course required of general studies students, instruction was given to improve comprehension and vocabulary skills plus speed reading. The Keystone Visual Survey revealed that 43 percent had normal vision, 15 percent had borderline visual problems, and 42 percent were classified as abnormal. Materials and procedures are explained. Significant gains on a retest on the Nelson-Denny Reading Test are reported.

GREGORY, MERRY ANNE. "An Analysis of the College Preparation Developmental Program for Low Achieving High School Graduates at Grand Rapids Junior College," 142 pp. (Ph.D., Michigan State University, 1966.) *Dissertation Abstracts,* 27, 1542A-1543A, Order No. 66-14, 126, microfilm $3.00, xerography $6.80 from University Microfilms.

A control group and two developmental groups were treated, surveyed, and studied to determine that the developmental program was successfully helping high school low achievers acquire skills and attitudes necessary for satisfactory junior college achievement and that a one semester delay before admission to the program increases the preparation of students who successfully complete the program and each succeeding semester in the regular program. (bib.)

GRIFFIN, NEIL KENNETH. "The Effect of a Summer Program of Orientation, Effective Study, and Reading on Persistence and Grade Point Average of First Year Junior College Students," 81 pp. (Ed.D., Oregon State University, 1968.) *Dissertation Abstracts,* 29, 1105A, Order No. 68-14, 479, microfilm $3.00, xerography $4.40 from University Microfilms.

The results of a pilot program offered as a voluntary summer service between graduation from high school in the spring and entrance into junior college in the fall were studied, and participating students (no N given) were compared with a control group to find that the summer program as constituted did not significantly affect retention, course attrition, or grade point averages, but was of minimal value in assisting students to establish a program of courses for the fall semester. (bib.)

HANDY, RUSSELL FRANKLIN. "An Analysis of Academic Improvement in the Basic Studies Program in Miami-Dade Junior College," 182 pp. (D.Ed., University of Miami, 1965.) *Dissertation Abstracts,* 26, 5915, Order No. 65-8012, microfilm $3.00, xerography $8.40 from University Microfilms.

As the condition for enrollment, identified students were placed in a one semester noncredit course, Basic Studies (remedial reading, writing, and

math) and also a course in Educational Planning (guidance function). Basic Studies students achieved a higher GPA than a matched control group; however, another control group made gains comparable to the Basic Studies group when untreated student's academic loads were lowered. (bib.)

KAZMIERSKI, PAUL R. "The Lorain County Community College Reading-Study Skills Program," in David M. Wark (Ed.), *College and Adult Reading,* Fifth Yearbook of the North Central Reading Association, 1968, 165-172.

Five to eight percent of the student population is enrolled in a "costly but profitable" nongraded course structure in reading/study skills, complemented by a referral laboratory. Provides some objective measure of the program's success, which is attributed to "the many beneficial factors of 'separate' department status; combination of courses and independent labs; enormous supplies of materials; cooperation from the administration; an outstanding staff; and a community with foresight." (bib.)

LACKEY, RONNIE D., and GERALD N. ROSS. *Speed: Final Report of a Summer Program to Prepare Educationally Deficient Students for College.* Douglas, Georgia: South Georgia College, 1968, 65 pp. ED 024 389, hard copy $3.35 from EDRS.

A nine-week, six-hour per day study skills program – mathematics, writing, reading, speech, counseling services, and tutoring – produced average gains on the Nelson-Denny Reading Test (comprehension) as follows: 21.10 percentile to 42.07 percentile (N=78).

LARSON, MERVILLE P. "Remedial Reading for Freshmen," *Junior College Journal,* 11 (January 1941), 250-252.

Two hours' terminal credit was allowed students scoring in the lower third on a test battery for a course in remedial reading. Through technique lecturing and individual encouragement, students were prompted to "improve" through practice and to keep records. Although tests indicated a gain of two years, the writer concludes that "a group ranging from the first to the nineteenth percentile cannot be expected to achieve miracles." (bib.)

LOSAK, JOHN G. *An Evaluation of Selected Aspects of a Junior College Reading-Writing Program.* Miami: Miami-Dade Junior College, 1968, 26 pp. ED 027 021, microfiche $0.25, hard copy $1.40 from EDRS.

A semester's experimental remedial reading, writing, study skills program (N=73) had little effect on students' academic progress as measured on the Nelson-Denny Reading Test, the STEP test, and by overall college grades.

MAINS, MARY F., and CHARLES C. COLLINS. "The Developmental Reading Course and Junior College Objectives," *Junior College Journal,* 31 (November 1960), 123-129.

The study attempts to determine whether it is possible or efficient to transform a poor reader (below the 31st percentile on the Cooperative English Comprehension Section) into an adequate reader in one semester's treatment in a developmental reading course emphasizing search for meaning, phrase reading, "fluency," word attack, vocabulary "enlightenment," word study skills and, finally, critical reading skills. Procedures, texts and

other treatment are discussed. Studies of attrition rate, grade point averages, and end-of-semester gains on three standardized tests (N=80) indicate significant gains.

MULLINS, CECIL J. "Reading Improvement Course Aimed to Increase Speed," *Personnel Journal,* 33 (October 1954), 172-174.

Reports that in a program employing lectures, tachistoscopic training, SRA Reading Accelerators, Harvard Films, encouragement, and speed-comprehension drills a group (N=49) raised their average speed of 232.2 WPM to an average of 2,731.2 WPM (sic) with only a 10.3 percent average drop in comprehension, exhibiting; therefore, a mean efficiency index gain of 950.3 precent.

NELSON, HELGE G. "Overcoming Reading Deficiencies at the Community College Level," *Junior College Journal,* 33 (December 1962), 221, 224.

In classes of twenty students each, ninety-six problem readers were placed in one of two courses depending on score on the Reading Survey Test, Form G, DRT. Lower level course (seventh grade and below) provided lectures, demonstration, word attack or phonics treatment, vocabulary development, and comprehension skills; the upper level (eighth to tenth grade) emphasized individual conferences (four per term), vocabulary, word attack, rate, and comprehension skills. Post-test on Form G, Survey Section, showed average gains of three grade levels; 67 percent of students in program "received a grade sufficient to matriculate in a degree program of the college."

NELSON, HELGE G. "Overcoming Reading Deficiencies at the Community College Level," *Journal of Developmental Reading,* 6 (Summer 1963), 238-242.

The same study and copy as its predecessor [see JCJ, 33 (December 1962), 221-224], expect that form designations for DRT are deleted.

PEARCE, FRANK C. *A Study of Academic Success of College Readiness Students at the College of San Mateo.* San Mateo, California: College of San Mateo, 1968, 42 pp. ED 019 956, microfiche $0.25, hard copy $1.76 from EDRS.

Reviews a program designed to serve disadvantaged students (N=343), ninety-five percent of whom were black, and finds that the reading laboratory does not show that it was effective in significantly improving students' English grades, but in an eight-week program did raise vocabulary skills by one grade level and speed levels by 1.3 years. (Note: The results of this study become more meaningful if they are considered with the findings in another paper: Lopate, Carol. *The College Readiness Program: A Program for Third World Students at the College of San Mateo, California.* New York: Columbia University, 1969, 36 pp. ED 035 686, microfiche $0.25, hard copy $1.90 from EDRS.)

POLLOCK, ARTHUR D. "Directed Studies at St. Petersburg," *Junior College Journal,* 40 (March 1970), 76, 78, 82, 84.

With accent on participation and low student-teacher ratio, student weaknesses are treated in three Directed Studies laboratories; reading-listening-

study skills, writing skills, and mathematics skills. Materials and procedures are discussed. Reports an average gain of eighteen percentile points on the Iowa Silent Reading, Advanced Test, Forms Am and Bm (N=344) and 43 percent retention, "which seemed satisfactory."

RADNER, SANFORD. "Community College Reading Program," *Junior College Journal,* 30 (March 1960), 379-380.

Meeting 2½ hours per week for fifteen weeks, fifteen "typical" technology freshmen underwent treatment in tachistoscopic training, paced reading of filmed articles (Perceptoscope), free reading of printed articles, lectures on reading/study skills, and vocabulary development. Pre- and post-tests on articles of 2,000 words showed an average efficiency index gain of from 150 to 250.

Report on the Low Ability Student at Miracosta College. Oceanside, California: Mira Costa College, 1966, 19 pp. Microfiche $0.09, hard copy $0.76 from EDRS.

A five-unit remedial reading course in conjunction with two other especially designed academic courses form a "core-curriculum" for the low ability student. Gains of two years on the Nelson-Denny Reading Test (N=38) and 36 percent improvement in attrition as well as substantial GPA gains are reported.

SCHLEICH, MIRIAM. "A Junior College Reading Program," *Junior College Journal,* 21 (October 1950), 97-105.

Dismayed by high failure rate and the fact that many students were not equipped to do minimum required reading in their courses, a reading person was assigned to conduct a compulsory remedial reading/study skills course, herein described as a three-year experiment. Complete description of purpose, content, materials, procedures is provided together with listings of pre- and post-test results.

SHEA, JOHN JOSEPH. "An Analysis of the Effects of a Summer Remediation and Counseling Sequence on Non-Admissible Applicants' Goal Attainment at a Regional Community College in Western Massachusetts," 91 pp. (D.Ed., University of Massachusetts, 1967.) *Dissertation Abstracts,* 27, 4104A, Order No. 67-7888, microfilm $3.00, xerography $4.80 from University Microfilms.

Promised that regular daily attendance would guarantee them admission, a group of otherwise "inadmissible" students (N=33) volunteered to engage in a one-hour per day, seven-week summer remediation program involving English, math, and reading skills development. Half of this group were also given five half-hour sessions of individual counseling. Pre- and post-testing on the Davis Reading Test and the SCAT indicated that all students made significant gains in accuracy, comprehension, and speed, but that counseling did not occasion significantly higher gains for counselees, nor was there significant difference in GPA's between the two groups. (bib.)

SHEA, JOHN J. *PREP – A Program for Recovering and Extending Academic Potential for High School Underachievers Seeking Entrance at a Regional*

Community College. Massachusetts: Greenfield Community College, 1966, 51 pp. ED 010 120, microfiche $0.09, hard copy $2.04 from EDRS.

See doctoral dissertation by the writer.

SMITH, RALPH BRIGGS. "The Organization and Administration of a Junior College Developmental Reading Program," 161 pp. (D.Ed., Brigham Young University, 1962.)

Reviews findings on a group of students taking a developmental reading course and compares these to measures taken on a control group and finds that, as measured on the Cooperative English Test, the treated group showed significantly greater gains in level and speed of comprehension than the control group, but the gains in vocabulary were not significantly higher for those taking reading. Also finds that rate of attrition, grade point averages, and probationary status were significantly more favorable for the experimental group. (bib.)

STEIN, RUTH SHERMAN. "An Approach to Modifying College Concepts and Improving Academic Performance of a Group of Low Testing Junior College Students," 242 pp. (Ed.D., University of California at Los Angeles, 1966.)

Concludes that a weekly one-hour study skills course conferred no advantage to students, perhaps because it provided "too little, too infrequently applied" (N=50). (bib.)

TASCHOW, HORST. "A Comparative Study of a Corrective Reading Program and Its Effects on Two Freshmen Reading Groups at Central Oregon Community College," 144 pp. (Ph.D., Oregon State University, 1968.) *Dissertation Abstracts,* 29, 2160A, Order No. 69-464, microfilm $3.00, xerography $6.80 from University Microfilms.

Well-controlled comparison (N=70) of two otherwise identical fifty-hour courses designed to increase vocabulary, comprehension, rate, and study skills, one course meeting five days a week for ten weeks, the other meeting two days a week for twenty weeks. Pre- and post-testing on the Nelson-Denny Reading Test, Forms A and B, indicated that the short-term course was as effective as the long-term course, and a retest ten weeks after course termination indicated that the intensive training availed slightly higher retention of skills. (bib.)

TASCHOW, HORST. "Short-Term and Long-Term Corrective Reading in College," *Reading Improvement,* 5 (Winter 1968), 54-56, 68.

See doctoral dissertation by writer.

TYLER, HENRY T. "Remedial Reading in the Junior College," *Junior College Journal,* 4 (October 1933), 28-31.

An efficiently executed early experiment (N=20) reveals that, while an experimental group showed post treatment gains on five measures, a control group recorded gains nearly as high. Also found no relation between "mental level" and reading gains.

WARBURTON, T. STANLEY. "Junior College Comprehensive Reading," *Junior College Journal,* 6 (March 1936), 297-298.

Delineates rationale, procedures, and methods for a one-hour weekly remedial reading course. A three-year evaluative study (N=80) reveals significant point gains on the Nelson-Denny Reading Test and a close relationship between improvement on this test and IQs of students derived from group intelligence tests.

YOUNG, EDWIN A. *An Experimental Program for "Low-Ability" Students* (Second report), Los Angeles City College, 1967, 117 pp. ED 012 166, microfiche $0.18, hard copy $4.68 from EDRS.

Students in a "block program," in which "reading work was given but not emphasized because of group size," gained one grade level on the California Reading Test and two grade levels on the SRA Placement Test in one semester (N=88).

SURVEYS

This category consists of status surveys and reaction surveys designed to measure the various aspects of reading/study skills including program practices; instructor perceptions; student behavior, attitudes, abilities, and perceptions.

ANDREWS, WADE. "Junior College Reading Programs: Goals and Techniques," in Oscar S. Causey (Ed.), *Evaluating College Reading Programs,* Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955), 110-114.

A survey of college programs (N=21) includes three frequency tables (Materials, Procedures, Combinations of Equipment and Other Materials) and concludes that the typical junior college reading improvement program "provides for individualized work, utilizes some sort of textbook and manual . . . , involves some explanation and discussion of the problem of reading improvement, uses frequent timed reading exercises and comprehension tests over these exercises, and utilizes a tachistoscope and reading accelerators." (bib.)

BOSSONE, RICHARD M. "The Reading-Study Skills Problems of Students in Community Colleges of the City University of New York" (a research sponsored by Hostos Community College, CUNY, 1970), 101 pp.

Claiming a "unique dimension" and assuming that an unrandomized poll (N=496) of students' feelings about their academic problems would correlate "highly with the performance level of reading-study skills," this survey, replete with sixteen pages of unrewarding graphs, ignores extant research and supporting objective measures to provide a study that, essentially, could have been accomplished by employing the Brown-Holtzman SSHA or the Christ SR/SE. Bossone reinvents the wheel.

BOSSONE, RICHARD M. *Remedial English Instruction in California Public Junior Colleges: An Analysis and Evaluation of Current Practices.* Sacramento: California State Department of Education, Bureau of Junior College Education, 1966, 38 pp.

Twelve junior colleges and English department chairmen, fifty-six teachers of remedial English, and 1,239 remedial students were surveyed to learn their opinions regarding student learning problems, what students need to learn most, reading interests, reading problems, and opinions on other student characteristics. Lists recommendations for program improvement.

CHAMBERLAIN, LEO M., and PAUL D. GARD. "Study Habits of Junior College Students," *Bulletin of the Bureau of School Services,* College of Education, University of Kentucky, 4 (September 1931), 1-39.

Skeptical that the average junior college student spent the recommended total of three hours per week in all types of activity for each hour of credit earned, the writers employed a "confidential" survey instrument in fifteen Kentucky junior colleges (private, public, and non-coed) to produce a thorough but strictly quantitative report showing the average total time per unit to be 2.30 hours rather than 3.0. Tables also indicate preparation time by course and discipline. (bib.)

CHARLES, HARVEY. "Survey of Reading Services in the Community Colleges in the State University of New York," *Journal of the Reading Specialist*, 9 (March 1970), 111-114.

Eighteen of the twenty-one institutions responding to an inquiry report that they offer a course in remedial reading, developmental reading, study skills, speed reading, and/or clinical services. Concludes that such services will expand, that reading and study needs are related to attrition rates, and that Nassau Community College offers greater depth and latitude of course activity than other schools surveyed.

CONDON, JOHN. *Study Habits and Perceptions of Desirable Study Space by California Community College Students*, 266 pp. (Ed.D., Stanford University, 1966.)

In-depth, exploratory study designed to establish a core of knowledge about the study habits of junior college students (N=832); apparently provided the measures for and inferences contained in another study (see *A Study on Studying*). (bib.)

COOLEY, WILLIAM W., and SUSAN J. BECKER. "The Junior College Student," *Personnel and Guidance Journal*, 44 (January 1966), 464-469.

Junior college students were compared with college students and noncollege students on fourteen variables (N=35,000). In terms of ability (including vocabulary and reading comprehension measures) the junior college student more closely resembles the noncollege student; in terms of socioeconomic factors the junior college student is more like the college student. (bib.)

GELSO, CHARLES J. "How Much Do Students Study?" *Journal of College Student Personnel*, 8 (November 1967), 373-375.

Resident students (N=408) were surveyed to determine that their average weekday study time was 3.2 hours, weekend study time was 1.1 hours per day, that females studied 25 minutes per day longer, and that there was no significant relationship between intention to continue in a four-year college and possession of a car permit. Also cites a subsampling that indicates students spend one out-of-class hour preparing for every hour they spend in class. (bib.)

KINGSTON, ALBERT J., JR. "Student Reaction to a College Reading Improvement Program," *Junior College Journal*, 23 (October 1952), 98-101.

After a brief course description, Kingston reveals the results of a student reaction survey (N=376), results of which indicate that 54.4 percent believed that the course improved academic grades; 97.07 percent saw improvement in reading skills; 64.36 percent thought the course too short, and a substantial number believed the tachistoscope the least valuable device used. Other measures cited.

VON KLEINSMID, RUFUS B., and FRANK C. TOUTON. *Some Modern Procedures in Junior College and Lower Division Education.* Los Angeles: University of Southern California, 1929, 22 pp.

Chiefly a status survey that reveals five procedures employed to assist the junior college and lower division student in his adjustment to and success

in academe: Freshman Orientation, Educational Objectives as Guiding Principles, Standardizing Grading Practices, Educational Use of Intelligence Tests in Institutions, and Information on Habits of Work and Study of Individual Students.

KERSTIENS, GENE. "The Reading Person: A Subjective Profile," *Western College Reading Association Newsletter,* 3 (Spring 1970), 2.

Based on observations of reading/study skills personnel (N=58) in thirty West Coast junior community colleges, the writer lists and discusses ten characteristics of the "typical" reading practitioner.

LIBBY, PHILIP ALLAN. *A Personnel Study of Junior College Students.* University of Southern California Studies, Education Series, 10. Los Angeles: University of Southern California, 1936, 66 pp.

A well-controlled early study compares "regular freshman" entrants with an equal number of junior college entrants (N=578) on six measures, including vocabulary and reading comprehension, to learn that the junior college students reflect more heterogeneous abilities, that their mean vocabulary level is equal to that of regular entrants, and that the groups' reading comprehension scores are approximately equal, but recommends that the "average achievement of the entire group of junior college entrants indicates a need for remedial procedures in reading." (bib.)

MARTIN, PETER B. *Freshmen Reading Ability.* New York: City University of New York, 1967, 9 pp. ED 021 528, microfiche $0.25, hard copy $0.48 from EDRS.

Measures on the Nelson-Denny Reading Test yield the following findings on students in a New York community college: mean grade level placement = 12.6; 19.7 percent of student body rank at 10.5 grade level or lower; 43.6 percent read at grade 13.0 or above. Require a reading/study skills course for students at or below 10.5 grade level. Complete table of percentile/total and raw score/grade level local norms supplied.

MARTIN, WALTER TRAVIS, JR. "Fundamentals Learning Laboratories in Industrial Education Centers, Technical Institutes and Community Colleges in North Carolina," 205 pp. (Ed.D., Duke University, 1966.) *Dissertation Abstracts,* 27, 1595A-1596A, Order No. 66-12,743, microfilm $3.00, xerography $9.25 from University Microfilms.

Largely an historical and quantitative study that utilizes perception surveys in seventeen laboratories to arrive at eighteen findings, notable of which is that "with the exception of the Negro male, the majority of all students indicated that they think they learn best in a Learning Laboratory rather than in a regular classroom." (bib.)

MIKLAS, MILTON J. "An Analysis of Remedial Reading Programs in California Junior Colleges, Four Year Colleges, and Universities," 255 pp. (Ed.D., The University of California at Los Angeles, 1954.)

A comprehensive and detailed study surveys fifty-seven colleges, twenty-eight of which are junior colleges, to learn that 75 percent of junior colleges have remedial reading programs, 81 percent of practitioners believe they are not reaching all needy students, 40 percent of practitioners

perceive that other staff members are indifferent to the program, and a high percentage believe that heavy teaching loads, inadequate tests, and administrative indifference hamper their effectiveness. Observes that most college remedial reading specialists are extremely parochial, seldom engaging in extramural dialogue. Also surveys materials, facilities, teacher preparation, program organization, and fiscal support – in depth. (bib.)

NARDELLI, WALTER. "Learning Patterns of Junior College Students," *Junior College Journal,* 32 (November 1961), 123-126.

Analyzes the fundamental learning problems that become evident as four symptoms in the learning difficulty syndrome of junior college students: criticism of instructors, criticism of noise in the classroom, criticism of textbooks, and adherence to sophism.

OLSEN, LIONEL R. "Study Problems of Junior College Students," *Junior College Journal,* 38 (February 1958), 329-331.

A one semester's survey (N=292) of students responding when asked to describe fully their main study problems revealed the following categories in order of frequency: Inability to Concentrate = 52 percent; Inability to Follow a Schedule = 32 percent; Lack of Interest = 8 percent; and Inadequate General Preparation = 7 percent.

RICHARDSON, ALICE HOLLIS. "An Analysis of the Status of English in Junior Colleges," 173 pp. (Ph.D., Marquette University, 1943).

Surveyed 156 junior colleges using a very comprehensive, eighteen-page instrument to obtain quantitative and qualitative data on English curricula. This work is interesting, for in no case is there any indication that an English department offered, or entertained offering, programs that treated basic skills, remedial or developmental reading, or reading improvement. Of the thirty-three types of courses listed by returnees, no course that could be classified as a "reading" course is listed. (bib.)

STONEBANKS, SARAH ELIZABETH. "Guidance Programs in Girls' Junior Colleges," *High School Journal,* 31 (January-February 1948), 27-40.

Thirty girls from ten girls' junior colleges, who had then transferred to the University of North Carolina, were interviewed and then administered an extensive four-page survey which revealed that "only one major problem area was being handled in an unsatisfactory way by the majority of colleges; that is, the area of class work as regards study methods and examinations."

A Study on Studying: A Report from the Community College Planning Center of Student Study Facilities. Palo Alto, California: Stanford University, School of Education, 1965, 55 pp.

Section 1 of this booklet concerns the responses given by some 600 students from five junior colleges to 100 questions concerning study facilities; Section 2 compares the study habits of this group with those of a different group of more than 100 junior college students who kept detailed records of their actual study practices; Section 3 gives suggestions for designing and locating student study facilities based upon the data gathered in these two studies and field work on the part of the staff of the Community College Planning Center. Profusely and tastefully illustrated.

TOLLE, JAMES DONALD. "Identification of Troublesome Problems Affecting St. Petersburg Junior College Students, with Implications for Guidance Program Improvement," 228 pp. (Ed.D., The Florida State University, 1957.) *Dissertation Abstracts*, 17, 1262, Publication No. 20,745, Order No. 57-2023, microfilm $2.95 from University Microfilms.

Administration of the 1950 revision of the Mooney Problems Check List (College Form) and a candidate devised questionnaire to 519 students and twenty-four faculty members yielded five conclusions, among which was that the student survey group reported an average of 34.7 problems per person, slightly higher than the mean found in several other studies. One of five recommendations was that "certain curricular changes are needed, including an expansion of the Reading Techniques program, and a rethinking of the role health, physical education, sociology, and psychology classes should play in aiding students to cope with their problems." (bib.)

The Two-Year College and Its Students: An Empirical Report. Iowa City, Iowa: The American College Testing Program, 1969, 157 pp.

In 157 pages of guardedly dispassionate prose, eight writers describe a very comprehensive study that yields principally actuarial data on junior college students especially as they are measured by the ACT, corroborating other research, and, among other conclusions, reaffirming that "the junior colleges must contend with the entire range of academic talent – from the most gifted to the student of borderline intelligence." (bibs.)

WORTH, MYRL SEAFERS. "Exploring the Goals of the Junior College Reading Program," in Oscar S. Causey (Ed.), *Evaluating College Reading Programs*, Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955), 103-107.

Based on a survey of twenty-one colleges, this paper lists nine fundamental goals of junior college reading improvement courses, prescribes three criteria by which programs may be evaluated, and points out interesting differences between reading courses in junior colleges and those offered by four-year institutions. (bib.)

WURTZEL, LAURA A. "An Investigation of Junior College Orientation Procedures," 189 pp. (Ph.D., University of Nebraska, 1942.)

A comprehensive survey of orientation procedures (N=215 colleges) revealed that the most frequent response (among 50 responses) to the question "what provisions are made for below average students?" was "none"; the fourth in order of frequency was "remedial reading." Finds the school offering "how to study" help as atypical, and concludes that there is no agreement among schools that orientation procedures should include "use of the library" and "training in notetaking." (bib.)

ZERGA, JOSEPH E. "Remedial Reading Programs," *Junior College Journal*, 11 (December 1940), 194-195.

Conducting perhaps the first status survey of its type, Zerga polled forty-nine California junior colleges and received twenty-two replies "to determine the extent of remedial programs now existing in the junior colleges of the state of California, both public and private, including a survey of the methods and materials used."

ZUCKER, ALFRED. "An Investigation of Factors Contributing to or Interfering with the Successful Achievement of Remedial English Course Objectives in Los Angeles City Junior Colleges," 222 pp. (D.Ed., University of California at Los Angeles, 1966.) *Dissertation Abstracts*, 27, 61A, Order No. 66-6830, microfilm $3.00, xerography $10.15 from University Microfilms.

Five junior colleges and 500 English 21 students were surveyed; based on student perceptions, the study concludes that instruction is enhanced when the instructor refrains from constant lecturing, encourages class discussion, uses many examples, employs appropriate audiovisual materials, and asks and answers more questions. (bib.)

CENTERS AND OTHER FACILITIES

These papers emphasize physical settings for reading/study skills improvement, especially laboratories, technological applications, and the use of other-than-linear media.

BALANOFF, NEAL. "James A. Wood Learning Center: A Saturation Experiment at Stephens College," *Audio Visual Instruction*, 8 (April 1963), 226-229.

Detailed and illustrated description of a learning resources center replete with state-of-the-art media with practical and efficient applications for reading/study skills treatment.

BROWN, EDWARD T. "A Community College's Learning Laboratory," *Wilson Library Bulletin*, 40 (September 1965), 80-83.

Community colleges of North Carolina operate nineteen Fundamentals Learning Laboratories to serve 3,000 enrollees. In a systems approach to repairing deficiencies in reading, language arts, social studies, and science, appropriate programed materials are selected for a student to achieve a determined level (usually ninth grade) on a standardized test. Except for the beginning reading program, no academic help is provided; the coordinator's job is "to bring together students with the proper materials so that maximum autoinstructional progress occurs."

CARMAN, ROBERT A. *Systems Analysis of a Learning Resources Center.* Los Angeles: ERIC/CJCI, 1970, 28 pp. ED 035 411, microfiche $0.25, hard copy $1.50 from EDRS.

A carefully detailed prescription for a learning resources center, an integrated facility where a student receives special attention in reading, writing, and mathematics skills as the student's diagnosed requirements are treated in seven subsystems. (bib.)

ELLISON, JIM. "Lane Community College Study Skills Center," *Western College Reading Association Newsletter*, 3 (Spring 1970), 2.

Essentially an updating of an earlier description (see "Unique System at Lane Community College"), this brief report explains how the center has expanded and now supplements and reinforces the general curriculum of the college.

JOHNSON, B. LAMAR. *Islands of Innovation: Occasional Report Number 6.* Los Angeles: University of California, School of Education, 1964, 76 pp.

Pages 42-45, "Instructional Resource Centers," discuss some history, explain the features, and give examples of chiefly library-oriented learning centers. Pages 47-51, "Programed Learning," cite innovative use of programed materials of interest to the junior college reading/study skills practitioner.

JONES, ROBERT C. "Multicampus Instructional Resources Services," *Junior College Journal,* 36 (March 1966), 11-13.

In a library-centered, media-oriented facility, reading/study skills treatment is carried on, not under the guidance of a reading person, but with the "encouragement" of the librarian and staff. Describes programed materials and equipment of a remedial/developmental nature.

"Learning Labs Help Dropouts," *The Open Door,* 1 (March-May 1965), 9.

Brief description of and rationale for North Carolina's seventeen Fundamentals Learning Laboratories designed to offer programed learning in various disciplines and basic skills.

"Training Center for NDEA Leadership," *Western College Reading Association Newsletter,* 1 (March 1968), 2-3.

The learning center at San Bernardino Valley College, which also serves students in five types of reading courses, brings programed materials and other media together to provide a multisensory experience through which the reader can both see and hear verbal symbols in the process of learning to read.

METHODS AND OTHER FACTORS INFLUENCING READING/STUDY SKILLS

Articles appearing in this section discuss and evaluate specific procedures, techniques, and abilities that affect the process of learning.

ADAMS, ROYCE W. "Utilizing Known Factors to Increase Reading Speed and Flexibility," in Frank L. Christ (Ed.), *College Reading: Goals for the 70s,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 3 (1970), 125-136.

Briefly explores the present confusion over speed reading by tracing the history and development of the controversy; provides an in-depth discussion, evaluation, and application of known factors influencing speed and flexibility under the following headings: Flexible Vocabulary-Type Training, Flexible Comprehension Training, Developing Literal Comprehension, Developing Critical Comprehension, and Developing Aesthetic Comprehension. (bib.)

CRAIG, MARGARET L. "The Effectiveness of Group Guidance on Reading Improvement of Junior College Freshmen," in George B. Schick and Merrill M. May (Eds.), *Junior College and Adult Reading Programs – Expanding Fields,* Yearbook of the National Reading Conference, 16 (1967), 195-200.

Twelve, one-hour group guidance sessions did not significantly affect an experimental group taking a reading/study skills course. Recommends replication study. (bib.)

CRAIG, MARGARET LEWIS. "A Study of the Effectiveness of Group Guidance on Reading Improvement of a Group of Junior College Freshmen," 88 pp. (Ph.D., University of Southern Mississippi, 1967.) *Dissertation Abstracts,* 28, 47A-48A, Order No. 67-8735, microfilm $3.00, xerography $4.60 from University Microfilms.

A group of reading/study skills subjects (N=36) were given weekly one-hour nondirective group counseling over a twelve-week period. Post-testing on the Study Values Survey Section of the DRT and Corsini's Q-Sort revealed no signficant difference between the experimental and a matched group in the areas of reading improvement, dominant interests, or a movement relative to ideal self-concept. Concludes that longlasting reading disabilities are not remedied by such group guidance functions. (bib.)

FEURES, STELLA. "The Relationship between Reading Skills and Achievement in Selected Junior College Curricula," 91 pp. (D.Ed., University of California at Los Angeles, 1969.)

Analyzes reading skills and five other variables to determine that, except for vocabulary measures, sex does not relate to reading skills; there is no significant relationship between subject GPA and comprehension or vocabulary measures; and IQ does not relate to college GPA or subject GPA (N=541). "It appears that high general reading ability gives no assurance of academic success nor, conversely, does low reading ability assure failure in some subject areas." (bib.)

FOODY, NORMA E. "Reading Periodicals in a Community College," *Journal of Reading,* 14 (October 1970), 15-18.

Encouraging students to obtain exposure to linear information in prescribed periodicals, one community college employs a program of weekly out-of-class reading assignments on which students keep records and write reaction summaries. This procedure is calculated to improve the student's level of comprehension, critical reading, vocabulary, rate, and writing skills, and also to assuage the functional and cultural illiteracy suffered by so many junior college students.

HAYDEN, LILLIAN A. "The Effect of Physical Fatigue on Reading Rate and Comprehension of College Athletes," in Ralph C. Staiger and Culbreth Y. Melton (Eds.), *New Developments in Programs and Procedures for College-Adult Reading,* Yearbook of the National Reading Conference, 12 (1963), 202-205.

The first of its kind, a well-controlled, two-group design study (N=35) indicates that fatigue does not affect scores on tests of reading comprehension or rate when Forms A, B, C, D, E, F, G, H of DRT are used as measuring instruments.

HIGGINS, JOHN J., S.J. "The Use of Self-Suggestion with Deep Concentration as Preparation for Examinations," in G. Kerry Smith (Ed.), *Undergraduate Education,* Current Issues in Higher Education, Proceedings of the Nineteenth Annual National Conference on Higher Education, 94. Washington, D.C.: Association for Higher Education, National Education Association, 1964.

Shying from the terms *auto-hypnosis* or *auto-suggestion,* the writer describes "deep concentration" techniques used by students in a small, parochial junior college to improve study habits, curtail fatigue, increase memory, improve self-confidence, eliminate examination jitters, and strengthen motivation.

JONES, EVE. *The Use of Visual Training and Postural Remediation with Groups of College Students.* Los Angeles: Los Angeles City College, 1968, 12 pp. ED 015 716, microfiche $0.25, hard copy $0.56 from EDRS.

Despite average innate intelligence, probationary students were found to suffer from extreme dysfunction of visual-motor perceptual integration as compared to students in good academic standing, who have no primary perceptual problems (total N=176). (bib.)

LIEBERMAN, LEWIS R. et al. "Use of Tape Recorded Suggestions as an Aid to Probationary Students," *American Journal of Clinical Hypnosis,* 11 (July 1968), 35-41.

Thirty-five pairs of probationary students, matched as to class, sex, marital status, age, curriculum, predicted grade, hypnotic susceptibility, and intelligence, were studied to learn that the experimental group, which listened to tape recorded suggestions for effective studying during twice-weekly, ten-minute sessions for three weeks, did not significantly improve grades over the control group. However, nearly twice as many students from the experimental group were removed from probation at the end of the quarter.

MATHEWS, HELEN LAWRENCE. "The Aesthetic Approach to Reading," *Junior College Journal,* 26 (January 1956), 260-263.

Three actual class experiences are related to show that to develop critical perception in reading "there is nothing as dynamic as the aesthetic approach." The instructor-student dialogue in these examples is at a level far above that which most of us experience in junior college – or even graduate school.

MC DONALD, LARRY. *Reading and Literature,* 1968, 1 p. ED 027 341, microfiche $0.25, hard copy $0.15 from EDRS.

An abbreviated pronouncement describing heavily machine-oriented reading courses as deceptions and stating that the versatile English teacher is best equipped to treat reading skill needs of students.

MULLINS, CECIL J. "A Use for the Tachistoscope in Reading," *Junior College Journal,* 26 (March 1956), 390-394.

Suggesting that professional disparagement of the tachistoscope lies in the device's uninspired use, the writer explains a vertical periphery technique, the reading of three-line phrases at .1 second exposure time. Claims that pre- and post-testing on the SRA Better Reading Book 2 (N=73) produced average increases of from 252.9 WPM at 64.7 percent comprehension to 19,259.8 WPM *(sic)* at 69.8 percent comprehension. Such would indicate that readers enjoyed an efficiency index increase of from 174 to 13,445, or that readers became 77 times more efficient in one semester's treatment. Mullins documents, listing two of his own references.

PEARSON, DAVID T. "The Effects of a Combined Reading and Group Counseling Program on Community College Students Enrolled in a Reading Program." Pasco, Washington: Columbia Basin College, 1969, 25 pp. ED 036 404, microfiche $0.25, hard copy $1.35 from EDRS.

One group of students was administered four fifty-minute sessions of reading treatment per week; an experimental group (N=56) participated in two of these sessions but were provided group counseling during the other two sessions. Concludes that there was no significant difference in reading improvement, self-concept, anxiety, study habits and attitudes, or GPA, measures being taken on the DRT, Survey Section; Tennessee Self-Concept Scale; Brown-Holtzman SSHA; and the Institute for Personality and Ability Testing 8 – Parallel-Form Anxiety Batteries. (bib.)

PORTER, MARGARET F. "Word Attack Skills for the Junior College," in J. Allen Figurel (Ed.), *Forging Ahead in Reading,* 1967 Proceedings, Volume 12, Part 1. Newark, Delaware: International Reading Association, 1968, 70-73.

Having reviewed research on and problems of teaching vocabulary, the writer advocates and practices a method involving machine-oriented perceptual skills, teacher-made word association exercises, Fernaldian spelling techniques, and, finally, enrichment materials: "articles, exercises, vocabulary, and discussions to build quickly facts and figures that have some carryover into the regular academic disciplines." (bib.)

RICH, LOUISE. "How to Utilize Favorable, and to Cope with Unfavorable, Community Influences in Improving Reading: In Grades Eleven to Fourteen," in William S. Gray (Ed.), *Keeping Reading Programs Abreast of the Times,* Proceedings of the Annual Conference on Reading, University of Chicago, 12 (1950), 81-86.

Lists and discusses both helpful and aversive community influences, but elaborates on principles of procedure effective in directing reading activities to effect the improvement of human relations.

SCHUBERT, DELWYN G. "The Reading Problems of Foreign Students," *Junior College Journal,* 29 (March 1959), 399-400.

Lists the most common problems of foreign students learning to read English as follows: continuing to think in native language; adjusting to English directional attack and syntax; emotional problems growing chiefly out of embarrassment over pronunciation; lack of funds to afford leisure time; confusing homonyms; and the phonetic chaos of English. Lists eleven suggestions to assist him in his reading.

SHEA, VARIAN M. "How Reading and Other Aids to Learning May be Coordinated to Promote Growth in and through Reading: In Grades Eleven to Fourteen," in William S. Gray (Ed.), *Keeping Reading Problems Abreast of the Times,* Proceedings of the Annual Conference on Reading, University of Chicago, 12 (1950), 58-62.

Views other than linear media as being useful chiefly in helping "build background in the pupils' minds," and therefore "a desire to turn to books, either for research or purely for pleasure . . . ."

SILVER, GERALD ALBERT. "A Comparative Investigation of Motivation Achievement of Remedial and Nonremedial Students at Los Angeles City College," 135 pp. (Ed.D., University of California at Los Angeles, 1969.)

Compares data on 608 students and employs the SCAT and Costello Personality Questionnaire to conclude that few motivational differences exist between remedial and nonremedial students or different college disciplines and that differences in performance might better be attributed to higher quantitative and verbal skills, time available to pursue an education, and a previous period of separation from the college campus. (bib.)

STRUMPF, MIKE. "Motivating the College Reader at Moorpark College," in Frank L. Christ (Ed.), *College Reading: Goals for the 70s,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 3 (1970), 119-124.

Having defined reading as "having a love affair with a book" and having evaluated the reading specialists's primary function as motivational, the writer describes "the most successful, insipidiously galastrophic reading program I have ever perused or experienced. MINE!" Also advocates that the practitioner should be male, should have experienced some difficulty in his own schooling, and that a reading laboratory should be replete with a "dreaming center."

TASCHOW, HORST. "Using the Visual-Auditory-Kinesthetic Spelling Technique to Solve Severe Spelling Problems," in Frank L. Christ (Ed.), *College Reading: Goals for the 70s,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 3 (1970), 137-142.

Reviews research on spelling, especially in its relationship to reading and other verbal factors. Finds in the research a rationale for the Visual-Auditory-Kinesthetic Technique for teaching spelling and then provides a six-step formula that students need to learn to spell individually and independently. (bib.)

THELEN, ALICE MARIE. "The Effectiveness of Required Individual and Group Guidance in Promoting Change in Selected Characteristics of High Risk Junior College Freshmen," 211 pp. (Ph.D., University of Wisconsin, 1968.) *Disseration Abstracts,* 30, 178A, Order No. 69-1011, microfilm $3.00, xerography $9.70 from University Microfilm.

In a thirteen-week study, high risk freshmen (at or below raw score of 55, SCAT-Total, and in the lower one-third of their high school class) were placed in two groups and given required group and individual guidance emphasizing the "problem-solving process." Guidance treated groups showed significantly higher GPAs than a control group, but counseling did not significantly affect study habits or attitudes as measured on the Brown-Holtzman SSHA. (bib.)

THOMPSON, KENNETH. "Improving the Spelling of Students in Remedial English," *Junior College Journal,* 31 (February 1961), 349.

To save class time, provide more efficient diagnosis and analysis of spelling problems and to insure responsive learning, a tape recorder is implemented in a spelling laboratory. [Reprinted, doubtless erroneously, in *Junior College Journal,* 3 (September 1961), 34.]

WEBER, CORNELIUS B. "An Experimental Course in Remedial Writing," *Junior College Journal,* 24 (January 1954), 285-291.

Primarily an experiment concerning writing skills, the author nevertheless observes that "the relationship between the skills of reading and writing became clear, and a cross-fertilization which led to improvement in both skills in the experimental classes took place."

WEINGARTEN, SAMUEL. "Boundaries of Reading in Satisfying Needs," *Education,* 74 (April 1964), 480-489.

With singularity of purpose, the writer traces the history of bibliotherapy from classical times to the present, then dwells on the humanistic values of literature, reading as promoting a harmoniously adjusted personality and as a means of deriving joy and delight, rather than as a tool or skill used to derive knowledge. Study-reading and reading in the content fields are ignored. (bib.)

WILSON, NORMAN F. "Tape Recorder Used to Teach Note Taking," *Junior College Journal,* 29 (May 1959), 558.

Explains the use of taped lectures played during class period to familiarize students with techniques of discriminating note taking; describes four different variations of this procedure.

WOOD, FLORENCE PRICE. "Helping the Student to Help Himself," *Junior College Journal,* 31 (April 1962), 440.

Provides two simple methods for checking for and "correcting" subvocalization and limited eyespan.

TESTING, MATERIALS, AND OTHER AREAS

This category includes literature on test development, validation, and prediction; materials lists; attrition studies; interest measures; computer applications; a readability study; and a bibliography.

BELL, RALPH R. *Use of Computers in Junior College Instructional Systems.* Los Angeles: ERIC/CJCI, 1968, 27 pp. ED 019 055, microfiche $0.25, hard copy $1.16 from EDRS.

Argues that the use of the computer is advantageous, not so much because of the speed and accuracy of the machine itself, but because of design changes that arise in instruction as a result of the use of the computer, for instance, the systems approach to learning that reading practitioners have been knowledgeable of for some time. Also points out how the information bank aids in the diagnosis of student learning problems and the prescription of appropriate teaching strategies. (bib.)

BOSSONE, RICHARD M. "Understanding Junior College Students," *Journal of Higher Education,* 36 (May 1965), 279-283.

Emphasis in this article is placed on its subtitle, "Proposals for Meeting Their Special Needs." The writer elaborates on the need to effectively deal with the student's limited language skills and urges administrative leadership in promoting innovative approaches to remedial English, writing clinics, reading clinics, proper study habits, and attitudes.

BROWN, GRACE. "Reading for the Disadvantaged," *Western College Reading Association Newsletter,* 2 (Spring 1969), 4.

Discusses the problem and perhaps dilemma of having no common language in the remedial laboratory (student vernacular vs. instructor "Standard English"). Suggests that the instructor "examine his personal pattern of linguistic adjustment in his classes to see how appropriate it actually is to the needs of his students."

CAPPER, MICHAEL A. "Junior College Students on Academic Probation," *ERIC Junior College Research Review,* 4 (December 1969).

Summarizes research that finds 40 percent of junior college students on academic probation during their enrollment; probation students' maturational age at one-half their chronological age, more than one-half of these being left-handed or having mixed dominance and 25 percent needing corrective lenses. Also reports that fifteen-minute individual or fifty-minute group counseling sessions do not help the probationary student and that punishment via grades does not accomplish its purpose. (bib.)

COATES, LESLIE F. "The Enigma of the Survey Section of the Diagnostic Reading Test," in George B. Schick and Merrill M. May (Eds.), *Multidisciplinary Aspects of College-Adult Reading,* Yearbook of the National Reading Conference, 17 (1968), 70-78.

A quintessential study that casts compelling doubt on the reliability of and correlations between forms A, B, C of the Survey Section of the DRT; finds unfavorable comparisons between the Nelson-Denny Reading Test and the Davis Reading Test as these two relate to the DRT; and points to the

insufficiency of extant tests as valid and reliable measuring instruments in junior colleges. (bib.)

COLLINS, CHARLES C. "Critical Problems for Students," *Junior College Journal,* 36 (April 1966), 32-34, 36.

Discusses students' problems and finds a key to partial solution in the development of accurate instruments for proper placement of students, particularly in the basic skills courses.

COOPER, LELAND R. "Preparation of Reading Teachers for Junior Colleges," in Clay A. Ketcham (Ed.), *Reading: Today's Needs, Tomorrow's Challenges,* Proceedings of the College Reading Association, 10 (1969), 57-63.

Actually a three-part report, this paper discusses the differences among, and common concerns of, the many junior colleges; briefly reports some findings yielded by a national survey (N=546) requesting information about and opinions on junior college reading personnel; and then the author sets forth his own opinions concerning those traits and the training that an effective practitioner should have. (bib.)

CURRY, ROBERT L., and HUGHIE HUGHES. "Relationship between Measured and Anticipated Achievement in Reading," *Junior College Journal,* 32 (October 1961), 91-96.

Grouped 640 students into three intellectual ability groups (below average, average, above average) to learn as follows: in reading comprehension, the below average group achieves below actual grade placement but beyond the anticipated achievement level; the level of achievement attained in reading comprehension is greater than the level attained in reading vocabulary; correlations between mental ability and reading ability corroborate findings of other investigators.

D'AMICO, LOUIS A., HOWARD J. BRYANT, and MARIE R. PRAHL. "The Relationship between MAT Scores and Achievement in Junior College Subjects," *Educational and Psychological Measurement,* 19 (Winter 1959), 611-616.

To corroborate the purported predictive validity of the Multiple Aptitude Tests, scores of 450 junior college students were compared with their GPAs and courses relevant to nine subtests, three of which measure verbal comprehension: word meaning, paragraph meaning, and language usage. Predictive correlations from the verbal comprehension section are high and even higher predictability could be achieved by weighting them, suggesting that the test might have value in counseling, placement, or as a diagnostic device. (bib.)

DOYLE, MARVYL. "Readability as a Key for Evaluating Junior College Freshman English Anthologies," 274 pp. (Ed.D., The University of Southern California, 1961.)

A study of suitable readability formulas, administration of a readability test to selected freshman English classes, a survey of anthology use in California junior colleges, and an analysis of five anthologies for readability yielded, among other conclusions and recommendations, the following: that text-

book selection committees should use readability data to analyze and appraise anthologies and that "a wide range of readability with a number of selections at each readability category from 'Standard' to 'Very Difficult' appears desirable for anthologies to be used in junior college freshman English classes." (bib.)

EDWARDS, THOMAS J. "Context Clues and Word Mastery in the Junior College," *Junior College Journal,* 29 (March 1959), 392-398.

Assumes that the student with sufficient "native intellectual endowment" can be taught phonics, word configuration, and other word analysis methods including context clues, which, though "highly unreliable" guessing techniques, are nonetheless worthy of considerable discussion under seven categories.

ELTON, CHARLES F. "Prediction of Educational Outcomes among Junior College Students," *Journal of College Student Personnel,* 10 (January 1969), 44-46.

Studied 281 students at Ashland Community College by applying the ACT, the Omnibus Personality Inventory, and, two years later, assigning students to three categories: Attending Four-Year College, Still at Ashland, and Discontinue. Concludes that a higher ACT profile indicates that a student is more liable to attend a four-year college or remain in a junior college; that students scoring higher on the ACT-English are more liable to pursue a four-year education or remain in college; and that students who drop out rate higher in Nonconformity and lower on Scholarly Orientation as measured on the Omnibus. (bib.)

FORTENBERRY, W. D. "Magazine and Newspaper Reading of Junior College Freshmen," *Journal of Developmental Reading,* 5 (Autumn 1961), 67-70.

A group (N=257) of freshmen (median Otis IQs=105; median Cooperative Reading Test score=38) were given a survey which revealed that they read the newspaper 25.8 minutes a day; enjoy local news, sports, and current affairs in newspapers (in that order); prefer *Life, Look, Saturday Evening Post,* and *Readers' Digest* (in that order), as magazines for out-of-school reading. (bib.)

FRIEDMAN, STUART M. "Predicting Students' Success in a Comprehensive Community College," 176 pp. (D.Ed., University of Southern California, 1966.) *Dissertation Abstracts,* 26, 7112, Order No. 66-5480, microfilm, $3.00, xerography $8.20 from University Microfilms.

Used computer capability to adjust a set of variables in an effort to predict success of students, *success* criterion being a GPA of 2.0+. Variables used were high school grades, SCAT total, and the reading speed score on the Reading Section of the Cooperative English Test. Concludes that a small junior college with a modest sized computer can effectively enhance its guidance function through use of such an instrument of academic prediction. (bib.)

FRUTCHEY, FRED P. "Removal of Deficiencies by Practice Exercises," *Junior College Journal,* 4 (May 1934), 403-409.

An early behavioristic and surprisingly Skinnerian experiment used self-instructional materials, immediate feedback, and criterion tests to improve computational skills of candidate dairy technologists. The experimental group showed mean post-test scores nearly double those of a controlled group. Examples of practice exercises are reproduced. The writer concludes, interestingly, "The use of self-directive practice exercises in problem solving in dairy mathematics is suggestive of their use in removing deficiencies of college students in educational fundamentals without increasing financial expenditures."

GARDNER, JUNE BROWNING SNEED. "A Study of Dropouts at Northwest Mississippi Junior College," 129 pp. (Ed.D., The University of Mississippi, 1968.) *Dissertation Abstracts,* 29, 1104A, Order No. 68-14,340, microfilm $3.00, xerography $6.20 from University Microfilms.

254 freshmen dropouts (39.5 percent of initial enrollees) were surveyed and otherwise studied to find that dropouts averaged lower scores on the ACT and achieved lower high school grades than those who persisted. Recommends that remedial services receive added emphasis and that counseling and guidance services be strengthened. (bib.)

JOHNSON, ELIZABETH. "Problems in Establishing Developmental Reading Programs in Junior Colleges," in Clay A. Ketcham (Ed.), *Proceedings of the College Reading Association,* 6 (1965), 9-13.

Seven problems are discussed: growing number of students needing help; providing personal, individualized service; locating effective, multilevel materials; allowing credit for courses; obtaining an adequately trained staff; obtaining adequate diagnostic materials; and, given the above limitations, maintaining "quality" instruction. (bib.)

HAGSTROM, JON. "Reactions to Commercial Courses," *Western College Reading Association Newsletter,* 1 (January 1968), 4.

Having reviewed Spache's research on reading improvement occasioned by participants in the Reading Dynamics Institute, Hagstrom reports that Reading Dynamics students concurrently taking his reading course in a junior college reflected less improvement than students who had not been exposed to the commercial course.

HULL, RAYMONA E. "Reading Interests of Technical Institute Freshmen, 1950," *Junior College Journal,* 21 (January 1951), 292-297.

After reviewing the sociological character of the student constituency, the writer announces the results of a semester's reading study designed "to see what the students would read if given absolutely free choice." Tabulations (by sex) are provided on total number of nonfiction articles reported, preferences in fiction reading, and subject classification of nonfiction books reported. Extrapolates from these reports eight interesting conclusions about student interests as they become apparent when students have a flexible reading requirement.

JOFFE, IRWIN L. "Should All Reading Teachers Be Certified?" in Frank L. Christ (Ed.), *College Reading: Goals for the 70s,* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 3 (1970), 93-100.

Lists and discusses problems of and goals for reading/study skills instruction at the college level and explores the characteristics of the reading specialist who is equipped to deal with the problems and to pursue the goals; concludes that "guidelines" for, rather than certification of, reading specialists is sufficient to encourage professionalism and competence, chiefly because guidelines "will not be stilted and inflexible, sacrificing the spirit of qualifications for the letter of the law."

KURAK, ALEX. "Developing a Junior College Reading Test," *General Education Sounding Board,* 4 (Spring 1967), 16-22. (Also available through ERIC, ED 018 186, microfiche $0.25, hard copy $0.36 from EDRS.)

Announces an attempt to develop a "valid" reading test for the growing junior college population, one that measures a wider range of reading skills, the ability to recognize organizational structure, and the facility for inferring vocabulary – words, terms, idiom – in context. This instrument would include materials encountered in texts used in general education courses. (bib.)

LEFEVRE, HELEN. "Materials for Teaching Remedial Reading in College," *Junior College Journal,* 31 (November 1960), 151-155.

The writer lists and evaluates then available materials under the following categories: vocabulary builders, reading texts designed for high school use, texts intended for remedial college work, other possible texts, resource materials, outside reading lists, and mechanical devices.

MARANI, S. DONALD. "An Annotated Bibliography of the Skills, Evaluation, Program Design, Materials, and Techniques for the Junior College Reading Program: 1945-1966," *Journal of the Reading Specialist,* 6 (March 1967), 111-113, 123 and continued; 6 (May 1967), 146-150.

A selected bibliography of thirty-nine entries that includes twelve items that do not deal with junior college and/or grades thirteen and fourteen per se. Does not include thirty-five studies and reports published between 1945-1966 that are relevant to junior college reading.

MAXWELL, MARTHA J. "What the College Reading Teacher Needs to Know about Reading," in Frank L. Christ (Ed.), *How Can College Students Be Helped to Read Better?* combined Proceedings of the First, Second, and Third Conferences of the Western College Reading Association, 2 (1970), 65-70.

Reviews and evaluates research on practitioner preparation, noting the dearth of facilities for training high school and college reading specialists; discusses the practice of assigning "any interested person to this service"; describes and prescribes a practicum for teacher preparation, emphasizing that there is presently sufficient knowledge and theory which can be applied to training effective college reading specialists. (bib.)

SAX, SUSAN. "Noteworthy Books since the 1964 Conference for High School and Junior College Students," in H. Alan Robinson (Ed.), *Recent Developments in Reading*, Proceedings of the Annual Conference on Reading, University of Chicago, 27 (1965), 233-239.

An inoffensive list of 100 books, briefly annotated, selected to encourage exploration of current issues through political, social, and cultural exposure to literature.

SCHOENBECK, PAUL H. "Counseling and Reading Skills for the Terminal Student," in George B. Schick and Merrill M. May (Eds.), *Junior College and Adult Reading Programs – Expanding Fields*, Yearbook of the National Reading Conference, 16 (1967), 99-107.

Having assessed the inevitable academic problems of the "terminal student," the writer, without ubiquitous educationese, asks others to view their own programs with "constructive dissatisfaction." The reading practitioner is seen primarily as the counselor, who, with kindness, sympathy, and the ability to effect realistic analysis, continually reevaluates and overcomes the present problems with materials, personnel, administration, public, and grading.

TASCHOW, HORST. "A Comparison of Individual Reading Improvement Scores on a Group of Community College Freshmen as Measured by the Crude Gain Method and the Residual Gain Method," in George B. Schick and Merrill M. May (Eds.), *The Psychology of Reading Behavior*, Yearbook of the National Reading Conference, 18 (1969), 27-37.

The residual gain procedure is not affected by the pretest score differences on the Nelson-Denny Reading Test; it provides a more valid basis for evaluating individual improvement and estimates improvers in accordance with their own proficiency and progress. (bib.)

YOUNG, EDWIN A. *Interrelationships between Selected and Academic Measures in an Experimental Program for "Low Ability" Students*, Los Angeles City College, 1967, 14 pp. ED 011 191, microfiche $0.09, hard copy $0.56 from EDRS.

Low ability males who score higher on reading measures (California Phonics Survey, Thurston Placement Test for Reading for Understanding, and the California Reading Test), enjoy greater success in a psychology class than their even lower scoring peers (N=64).